



CONCEPT NOTE

VIRTUAL COLLOQUIUM Digital Technical and Vocational Education and Training - DTVET

Thursday, 26 Nov. 2020 | 12PM GMT



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

FESTO

Preamble

This virtual Colloquium is the first of several colloquia that ADEA will organize on regular basis. It is focusing on the use of innovative digital technology in delivering Technical and Vocational Education and Training (TVET) – in this concept note, TVET includes the aspect of skills development – to expand access to, and improve quality of, education in addition to creating flexibility for learners to access training materials from any place of their location.

Introduction

The digitalization is changing the way of learning: (i) A digital platform promotes the information exchange and collaboration between learners. The platform should help define the required competences of the students and the related curricula. (ii) Smart Classrooms is the environment where the school based digital learning takes place. In this context, learning today is mainly through a mobile device outside classrooms. However, it leads to the issue of accessibility of most of the trainees.

The context of digitalization calls for new learning methodologies, new profile and skills of TVET teachers. It is necessary to reboot and reskill teachers, but it is not enough. Learning must be lifted to the next level through a more collaborative, multidisciplinary approach. This will require a different mindset and approach – the foresight approach. It needs to be direct, easily visualizable. Interdisciplinary will help people think critically on how technology can really add value to learning and reskilling. (Tom Wambeke – Chief Learning Innovation, ITCILO).


Context

Digital skills underpin nearly every aspect of work and life. Within the framework of the Fourth Industrial Revolution (4IR), digitalization is rapidly transforming economies and societies across the world, radically shaping the "what" and "how" of education and training at all levels and in all forms. Digitalization has entered the world of work in a massive scale, bringing a range of opportunities and challenges to the private sector and TVET providers.

Artificial intelligence, cloud computing, the Internet of Things and wireless technologies, elements of 4IR, have changed our daily lives, blending our digital, biological, and physical worlds.¹ Globally, this seismic change can particularly be felt in the workplace and in every industry. Many of the professions most likely to be affected by labour market transformations brought about by 4IR are linked to TVET. Technological advancement promises disruptions across sectors, requiring more complex skills and retraining of the workforce. These developments create both opportunities and challenges for TVET systems, especially in Africa – the only region in the world with exponential labour force growth that is predicted to continue to increase in the coming years. In parallel, youth unemployment, with a rate three times that of adults (ILO, 2019), is a major issue in all African countries. Skills mismatch is one of the main reasons given for youth unemployment. And the youth population that is under 25 years old is forecasted to be half the total African population by 2050.²

1 ADEA Report on Rethinking the role of Technical and Vocational Skills Development in Future Work and Lifelong Learning, in light of supply of skills for Digitalization and 4IR

2 www.afd.fr/en/actualites/2050-more-half-africas-population-will-be-under-25-years-old



According to ILO over one in five young people were not in employment, education or training (NEET) in 2019, reflecting large shares of jobless youth in the labour market. Yet, it seems that the African education and training system, particularly the TVET sub-sector, is not doing enough to get its youth work-ready for the 4IR work environment, thereby warranting the need for a complete re-think of the role of the continent's TVET systems.

The UNESCO 2020 report on “Digitization of TVET and Skills Systems” points to a disconnect between the current state of the TVET sector and industry. This situation raises several crucial questions: How can the transformation of the economy and the labour market, induced by technological changes, be actively shaped to create more and better jobs? How can people acquire the skills necessary for the digitalization of work and take on new tasks? How can TVET strategies and policies best bring technology to learners, teachers and managers? How can current TVET Systems consider solutions to address skills shortages in sectors or occupations affected by the COVID-19 pandemic in terms of reskilling and upskilling the labour force? What can be done to enforce decent working conditions and basic labour and social standards in the digital service sector, to ensure no one is left behind and, thus, meet the goals of Africa's Agenda 2063 and the SDG 2030 Agenda?

Digital Technical and Vocational Education and Training (DTVET) must make youths and adults highly employable and provide graduates with a strong background for starting professional careers, either as employees or as self-employed entrepreneurs. To achieve this goal, a competency-based approach in DTVET systems is mandatory. The term competence refers to the ability of people to work independently in open, complex, and dynamic situations. It focusses on the knowledge, skills, and attitudes of apprentices. This kind of competences enables graduates to remain capable of acting in cases when technology, processes or regulations change. Furthermore, apprentices seek internationally recognized degrees. The potential of digital technologies means that, for many jobs, the cognitive requirements can be partially overcome with technology. Digital technologies can be leveraged to increase the productivity of lower-skilled workers in their existing jobs as well as create more-productive jobs adapted to the current stock of skills. Hence, policy work on future skills requires a three-pronged approach involving: (i) anticipation of skill needs, as well as areas of deskilling, by surveying emerging technology; (ii) teaching of transversal or generic skills that allow people to adapt to future changes in the labour market through continued and lifelong learning; and (iii) improving the responsiveness of educational systems to emerging trends, which requires close cooperation between education, research and industry to allow TVET systems to provide skills training in emerging areas.

These issues are currently being discussed intensively across multilateral and international fora and organizations (e.g. G7, G20, ILO, ADEA, FESTO, AfDB, World Bank). In this context, ADEA undertook two research studies on the demand and supply side of Technical and Vocational Skills Development as part of the preparation for its high-level policy dialogue forum, “Rethinking the role of Technical and Vocational Skills Development in Future Work and Lifelong Learning, in light of Digitalization and 4IR”. In this context, it is important to generate more evidence about the impact of digitization on the world of work and the digital solutions tested by TVET providers in different countries in order to intensify the international dialogue and develop common positions.

Against the above background, ADEA and FESTO will co-organize a Virtual Colloquium: **Taxonomy of Digital Technical and Vocational Education and Training** on 26th November 2020 to share proven solutions and best practices in the digitalization of TVET in Africa.

Objective

The main objective of this webinar is to share effective solutions and best practices in the digitalization of TVET in order to prepare African youth for future work. The focus will be on how TVET systems can be reformed to be more permeable and flexible to career paths. Attention will be paid on the development of competencies through which people can adapt to the rapidly changing labour market conditions. The colloquium will also discuss appropriate policy measures that can improve how African countries respond to the structural changes of the economy, and the labour market, brought about by digitalization of the world of work, in order to create more and better jobs.

Methodology

The colloquium will take place through Zoom or MS Team with the possibility to have interpretation in 3 languages (i.e. English, French and Portuguese). Few selected countries, partners, TVET providers, and stakeholders such as Youth organizations, TVET managers, teachers/trainers, private sector representatives will present their experiences, challenges and best practices. ADEA will present the preliminary findings of its two studies on demand and supply sides of Technical and Vocational Skills Development. The presentation will be done in plenary, with feedback and Q&A.

Participants

Invited countries

- Angola
- Central Africa Republic
- Côte d'Ivoire
- DRC
- Egypt
- Ghana
- Kenya
- Liberia
- Mauritius
- Morocco
- Rwanda
- South Africa
- Tunisia
- Uganda

Invited regional and international organizations and private sectors

- AFD
- AfDB
- AUDA-NEPAD
- Cisco
- Enabel
- FESTO
- Funzi
- GIZ
- LinkedIn
- LUCAS NULLE
- mEducation Alliance
- Microsoft
- NORAD
- SAP
- UNESCO-UNEVOC
- WAEMU
- World Skills

Date and time



Thursday
26 Nov. 2020



12PM
GMT



Duration
2 Hours